

## DETAILED DECEMBER 1 REPORT PACKET 2009

The purpose of this Detailed December 1 Report Packet is to provide information about the specific state and federal report requirements for the December 1<sup>st</sup> reports produced in Tennessee's special education data system, EasyIEP.

**December 1, 2009 CENSUS**

**OF**

**CHILDREN AND YOUTH WITH DISABILITIES**

**Postmarked on or before: Tuesday, December 29, 2009**

**Please return the attached forms to:**

**Terry Long**  
**Tennessee Department of Education**  
**Division of Special Education**  
**7<sup>th</sup> Floor, Andrew Johnson Tower**  
**710 James Robertson Parkway**  
**Nashville, TN 37243-0380**

**The information provided on the following forms are accurate and documentation is available for review to support this data.**

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**School District Name**

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**Superintendent/Director of  
Schools Signature**

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**Date**

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**School District Number**

**TABLE I**  
**REPORT OF CHILDREN AND YOUTH WITH DISABILITIES**  
**RECEIVING SPECIAL EDUCATION**  
**UNDER PART B OF THE INDIVIDUALS WITH**  
**DISABILITIES EDUCATION ACT, AS AMENDED**

**DECEMBER 1, 2009**

**General Instructions**

1. Report all children with disabilities receiving special education and related services according to an individualized education program or **service plan** in place on the count date (Note: Children enrolled in private school by a parent, but who are still receiving special education services through the LEA, have a **service plan** rather than an IEP. These children should be included in the child count.) This must be an unduplicated count; each child is counted once and only once.
2. All totals must represent the sum of the preceding rows or columns. Report zeros (0) where there are no children to report in a data cell.
3. The count is to be taken on December 1, 2009. Children ages 3 – 5 and 6-21 must be reported according to their disability category and discrete age year based upon each child's age as of the data collection date. Children ages 3-5 and ages 6-21 should be reported by their race/ethnicity and disability category.
4. If a child has more than one disability, the child must be reported according to the following procedure:
  - If a child has only two disabilities and those disabilities are deafness and blindness, and the child is not reported as having a developmental delay, that child must be reported under the category "deaf-blindness."
  - A child who has more than one disability and is not reported as having deaf-blindness or as having a developmental delay must be reported under the category "multiple disabilities."
5. Children who are "developmentally delayed" are only reported for ages 3 through 9.

**Specific Instructions**

**Section B. Discrete Age by Disability of Children Ages 3-5 Receiving Special Education**

In Section B, indicate for each discrete age and type of disability the number of children receiving special education and related services according to an individualized education program or service plan.

### **Section C. Race/Ethnicity by Disability of Children Ages 3-5 Receiving Special Education**

In Section C, report the total number of students with disabilities ages 3-5 by disability condition and race/ethnicity categories.

Enter an unduplicated number of all children with disabilities ages 3-5 by race/ethnicity category. The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Children can only be reported in one race/ethnicity category.

**Note:** The grand total in Section E must be the same as the grand total of 6-21 year olds in Section D of Table 1.

### **Section D. Discrete Age by Disability of Children Ages 6-21 Receiving Special Education**

Indicate for each age category and type of disability the number of children receiving special education and related services according to an individualized education program or service plan.

### **Section E. Race/Ethnicity by Disability of Children Ages 6-21 Receiving Special Education**

Report the total number of students with disabilities ages 6-21 by disability condition and race/ethnicity categories. Use the race/ethnicity categories defined under Section C. Students may only be reported in one race/ethnicity category.

**Note:** The grand total in Section E must be the same as the grand total of 6-21 year olds in Section D of Table 1.

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO.: 1820-0043

2009

SCHOOL DISTRICT NAME: \_\_\_\_\_

SECTION A

COUNT DATE:	<a href="#">December</a>	<a href="#">01</a>	<a href="#">2009</a>
	MONTH	DAY	YEAR

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2009

SECTION B

Section B. Discrete Age by Disability of Children Ages 3-5 Receiving Special Education				
AGE AS OF DATA COLLECTION DATE >> DISABILITY	3	4	5	3-5 (Actual Data)
MENTAL RETARDATION				
HEARING IMPAIRMENTS				
SPEECH OR LANGUAGE IMPAIRMENTS				
VISUAL IMPAIRMENTS				
EMOTIONAL DISTURBANCE				
ORTHOPEDIC IMPAIRMENTS				
OTHER HEALTH IMPAIRMENTS				
SPECIFIC LEARNING DISABILITIES				
DEAF-BLINDNESS				
MULTIPLE DISABILITIES				
AUTISM				
TRAUMATIC BRAIN INJURY				
DEVELOPMENTAL DELAY*				
TOTAL: (Sum of all the above)				

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

2009

SECTION C

Section C. Race/Ethnicity by Disability of Children Ages 3-5 Receiving Special Education						
RACE/ETHNICITY						
DISABILITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						
TOTAL (PERCENT)						100%

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION

CURRENT DATE: \_\_\_\_\_

2009

SECTION D

Section D. Discrete Age by Disability of Children Ages 6-21 Receiving Special Education						
AGE AS OF DATA COLLECTION DATE >> DISABILITY	6	7	8	9	10	11
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_



2009

SECTION D  
(Continued)

Section D. Discrete Age by Disability of Children Ages 6-21 Receiving Special Education						
AGE AS OF DATA COLLECTION DATE >>						
DISABILITY	12	13	14	15	16	17
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY						
TOTAL: (Sum of all the above)						

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

TABLE 1  
REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2009

SECTION D  
(Continued)

Section D. Discrete Age by Disability of Children Ages 6-21 Receiving Special Education							
AGE AS OF DATA COLLECTION DATE >> DISABILITY	18	19	20	21	6-21 (Actual Data)	22+ (Optional)	6-22+ (Optional)
MENTAL RETARDATION							
HEARING IMPAIRMENTS							
SPEECH OR LANGUAGE IMPAIRMENTS							
VISUAL IMPAIRMENTS							
EMOTIONAL DISTURBANCE							
ORTHOPEDIC IMPAIRMENTS							
OTHER HEALTH IMPAIRMENTS							
SPECIFIC LEARNING DISABILITIES							
DEAF-BLINDNESS							
MULTIPLE DISABILITIES							
AUTISM							
TRAUMATIC BRAIN INJURY							
DEVELOPMENTAL DELAY*							
TOTAL: (Sum of all the above)							

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

ORIGINAL SUBMISSION/REVISION  
CURRENT DATE: \_\_\_\_\_

2009

SECTION E

SECTION E. RACE/ETHNICITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION						
RACE/ETHNICITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY*						
TOTAL: (Sum of all the above)						
TOTAL: (PERCENT)						100%

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

**TABLE 3**

**PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS**

**2009-2010 SCHOOL YEAR**

**General Instructions**

Report the count of children ages 3-5 and ages 6-21 served under IDEA, Part B program, according to their educational environments. Report data by discrete age year, disability category, race/ethnicity, gender, and Limited English Proficiency (LEP) status.

This table does not require a separate, certified count of children. *However, it is intended to reflect the number of the children receiving services, reported by the appropriate environment category, on the date of the child count (December 1<sup>st</sup>).*

Place zeros in categories where cells contain no numeric values.

**Specific Instructions**

**Section A: Discrete Age of Children with Disabilities Ages 3-5 by Educational Environment**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY DISCRETE AGE YEAR AND EDUCATIONAL ENVIRONMENT.

When reporting the educational environments for children ages 3 through 5, use the following decision rules to determine which environments to use when reporting each child. Please note that the order of the categories for children with disabilities ages 3-5 does not reflect a continuum from least to most restrictive.

1. The first factor to consider is whether the child is attending a regular early childhood program, as defined below. If so, report the child in row A1, A2, or A3. Report the child in one of these environments even if the child receives special education services in other environments. Refer to the instructions in the section below to determine which percent of time is appropriate.

**Early Childhood Program.** A program that includes at least 50 percent nondisabled children. Early childhood programs include, but are not limited to:

Head Start;  
kindergarten;  
reverse mainstream classrooms;  
private preschools;  
preschool classes offered to an eligible pre-kindergarten population by the public school system; and  
group child care.

2. If the child does not attend a regular early childhood program, the next factor to consider is whether the child attends a special education program, as defined below. If so, report the child in row B1, B2, or B3 according to the location of the special education program. Report the child in one of these environments even if the child also receives special education at home or in a service provider location.

**Special Education Program.** A program that includes less than 50 percent nondisabled children. Special education programs include, but are not limited to, special education and related services provided in:

a. special education classrooms in regular school buildings; trailers or portables outside regular school buildings; child care facilities; hospital facilities on an outpatient basis; or other community-based settings;

b. separate schools; and

c. residential facilities.

3. **Home.** If a child does not attend a regular early childhood program or a special education program, the next factor to consider is whether the child receives some or all of his/her special education services in the home. If the child receives any of his/her special education or related services in the home, then report the child in row B4.
4. **Service Provider Location.** If the child does not receive any special education services in the home, report the child in row B5.

### **Calculating Time in Regular Early Childhood Programs**

When determining whether to report a child in A1, A2, or A3, you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100. For example,

- If the child attends a regular early childhood program 6 hours per week and receives special education and related services in a special education program for an additional 4 hours a week, report the child in A2, in the regular early childhood program 40% to 79% of time ( $6 \div 10 = 0.60 \times 100 = 60\%$ ). Include in the denominator any time spent receiving special education in a special education setting. This is true even if the child receives little or no special education in the early childhood program setting (regular ed. setting).
- If the child attends a regular early childhood program 6 hours per week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services in a service provider location, report the child in A1, in the regular early childhood program at least 80% of time ( $6 \div 7.5 = 0.80 \times 100 = 80\%$ ).
- If a child is pulled out of the regular early childhood program to receive special education or related services, this is considered time **outside** the regular early childhood program. Include this time in the denominator but not in the numerator of the calculation. For example, if a child attends a regular

early childhood program for 6 hours per week, and is pulled out of that environment for 2 hours each week to receive speech instruction, report the child in A2, in the regular early childhood program 40% to 79% of time ( $4 \div 6 = 0.67 \times 100 = 67\%$ ).

The educational environment categories are defined as follows:

- Row A1:** **In the regular early childhood program at least 80% of time.**  
*Unduplicated* total who attended a regular early childhood program and were in the regular early childhood program for at least 80% of time (see instructions above for Calculating Time in Regular Early Childhood Programs).
- Row A2:** **In the regular early childhood program 40% to 79% of time.**  
*Unduplicated* total who attended a regular early childhood program and were in the regular early childhood program for less than 40% of time (see instructions above for Calculating Time in Regular Early Childhood Programs).
- Row A3:** **In the regular early childhood program less than 40% of time.**  
*Unduplicated* total who attended a regular early childhood program and were in the regular early childhood program for no more than 79% but no less than 40% of time (see instructions above for Calculating Time in Regular Early Childhood Programs).
- Row B1:** **Separate Class.** *Unduplicated* total who attended a special education program in a class with less than 50% nondisabled children. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3).
- Row B2:** **Separate School.** *Unduplicated* total who received education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3).
- Row B3:** **Residential Facility.** *Unduplicated* total who received all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a regular early childhood program. These children should be reported in columns A1, A2, or A3).
- Row B4:** **Home.** *Unduplicated* total who received special education and related services in the principal residence of the child's family or caregivers, and who did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. The term caregiver includes babysitters.
- Row B5:** **Service Provider Location.** *Unduplicated* total who received all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided to a child in a private clinician's office; a clinician's office or room in a school building; a hospital facility on an outpatient basis; or libraries or other public locations. **Do not include children who also received special education services at home. Children who received special education both in a service provider location and at home should be reported in the home category.**

## **Section B: Educational Environments of Children with Disabilities Ages 3-5 by Disability**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND DISABILITY CATEGORY. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

## **Section C: Educational Environments of Children with Disabilities Ages 3-5 by Race/Ethnicity**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES SERVED UNDER IDEA, PART B BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION C MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION A, AND THE TOTAL DATA REPORTED ON EACH LINE IN SECTION G MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATIONAL ENVIRONMENT IN SECTION A AND SECTION B.

The race/ethnicity categories are defined as follows:

American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
Black (not Hispanic)	A person having origins in any of the Black racial groups of Africa.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White (not Hispanic)	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Total	The unduplicated total across the race/ethnicity designations.

Note that children can only be reported in **one** race/ethnicity category.

Use the environment categories defined in the instructions for Section A to report children with disabilities ages 3-5.

## **Section D: Gender of Children with Disabilities Ages 3-5 by Educational Environments**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND GENDER. The categories reported in this section must sum to the total reported in Section A.

Use the environment categories defined in the instructions for Section A.

To reduce the data burden, gender data for children ages 3-5 are not collected separately on the child count report (Table 1). Totals on the educational environments report must equal the total number of children with disabilities ages 3-5 reported on the December 1 child count (Table 1).

## **Section E: Limited English Proficiency Status of Children with Disabilities Ages 3-5 by Educational Environments**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY EDUCATIONAL ENVIRONMENT AND LIMITED ENGLISH PROFICIENCY STATUS. The categories reported in this section must sum to the total reported in Section A.

**The definition of Limited English Proficient (LEP) is a child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25).**

This report of LEP status should reflect the child's status as of the date of the child count, December 1.

Use the environment categories defined in the instructions for Section A.

To reduce the data burden, LEP status data for children ages 3-5 are not collected separately on the child count report (Table 1). Totals on the educational environments report must equal the total number of children with disabilities ages 3-5 reported on the December 1 child count (Table 1).

## **Section F: Educational Environments and Age Category of Children with Disabilities Ages 6-21 by Disability**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER THE IDEA, PART B PROGRAM, BY AGE CATEGORY AND EDUCATIONAL ENVIRONMENT. THE TOTAL LINE ON EACH TABLE MUST EQUAL THE SUM OF THE DISABILITY CATEGORIES.

All counts should represent the setting in which children with disabilities have been placed for educational services

To calculate the percentage of time inside the regular classroom, divide the number of hours the youth spends inside the regular classroom by the *total number of hours in a school day* (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.



Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

**Column A:** **Inside the regular class 80 percent or more of the day.** *Unduplicated* total of children with disabilities who were inside the regular classroom for 80 percent or more of the school day. (These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day.) This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

**Column B:** **Inside the regular class no more than 79% of the day and no less than 40% of the day.** *Unduplicated* total of children with disabilities who were inside the regular classroom between 79% and 40% of the school day. (These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.) Do not include children who are reported as receiving educational programs in public or private separate school or residential facilities. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource room with part-time instruction in a regular class

**Column C:** **Inside the regular class less than 40 percent of the day.** *Unduplicated* total of children with disabilities who were inside the regular classroom for less than 40 percent of the school day. (These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day.) Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

**Column D:** **Separate school.** *Unduplicated* total who received education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities; or

- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.
- public and private residential schools if the student does not live at the facility.

**Column E:**

**Residential facility.** *Unduplicated* total who received education programs **and lived** in public or private residential facilities **during the school week.** This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school building for the remainder of the school day.

**Do not include students who received education programs at the facility, but do not live there.**

**Column F:**

**Homebound/Hospital.** *Unduplicated* total who received education programs in homebound/hospital placement includes children with disabilities placed in and receiving special education and related services in:

- hospital programs, or
- homebound programs.

**Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.**

**Column G:**

**Correctional facilities.** *Unduplicated* total who received special education in correctional facilities. These data are intended to be a count of all children receiving special education in:

- short-term detention facilities (community-based or residential), or
- correctional facilities.

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**Column H:**

**Parentally Placed in Private Schools.** *Unduplicated* total who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from the school district under a service plan. (A private school is a school NOT under Federal or public supervision or control and may be non-profit or proprietary.) Include in this total children whose parents chose to home-school them, but who receive special education and related services at public expense. Do not include children who are placed in private schools by the IEP team at school district expense.

### **Section G: Race/Ethnicity of Children with Disabilities Ages 6-21 by Educational Environments**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 3-5 SERVED UNDER IDEA, PART B, BY RACE/ETHNICITY AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION G MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATION ENVIRONMENT IN SECTION F.

Use the environment categories defined in the instructions for Section F and the race/ethnicity categories defined in Section C.

### **Section H: Gender of Children with Disabilities Ages 6-21 by Educational Environments**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER IDEA, PART B, BY GENDER AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION H MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATION ENVIRONMENT IN SECTION F.

Use the environment categories defined in the instructions for Section F.

To reduce the data burden, gender data for children ages 6-21 are not collected separately on the child count report (Table 1). Totals on the educational environments report must equal the total number of children with disabilities ages 6-21 reported on the December 1 child count (Table 1).

### **Section I: Limited English Proficiency Status of Children with Disabilities Ages 6-21 by Educational Environments**

REPORT AN UNDUPLICATED COUNT OF ALL CHILDREN WITH DISABILITIES AGES 6-21 SERVED UNDER IDEA, PART B, BY LIMITED ENGLISH PROFICIENCY STATUS AND EDUCATIONAL ENVIRONMENT. THE TOTAL DATA REPORTED ON EACH LINE IN SECTION I MUST EQUAL THE TOTAL DATA REPORTED IN THE CORRESPONDING EDUCATION ENVIRONMENT IN SECTION F.

Use the environment categories defined in the instructions for Section F and the LEP categories defined in the instructions for Section E.

This report of LEP status should reflect the child's status as of the date of the child count, December 1.

To reduce the data burden, LEP status data for children ages 6-21 are not collected separately on the child count report (Table 1). Totals on the educational environments report must equal the total number of children with disabilities ages 6-21 reported on the December 1 child count (Table 1).

TABLE 3  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SCHOOL DISTRICT NAME: \_\_\_\_\_

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:			AGE			
			3	4	5	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME					
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME					
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME					
(B) CHILDREN NOT ATTENDING REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS				
		(B2) SEPARATE SCHOOL				
		(B3) RESIDENTIAL FACILITY				
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME				
		(B5) SERVICE PROVIDER LOCATION				
		(C) TOTAL (OF ROW A1 -B5)				

ED FORM: 869-4

The order of the categories does not reflect a continuum from least to most restrictive. The categories are alphabetized, with the exception of the two optional categories, which are listed at the end.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

DISABILITY	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN		
	(A1) IN REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME	(A3) IN REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME
MENTAL RETARDATION			
HEARING IMPAIRMENTS			
SPEECH OR LANGUAGE IMPAIRMENTS			
VISUAL IMPAIRMENTS			
EMOTIONAL DISTURBANCE			
ORTHOPEDIC IMPAIRMENTS			
OTHER HEALTH IMPAIRMENTS			
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES			
AUTISM			
TRAUMATIC BRAIN INJURY			
DEVELOPMENTAL DELAY <sup>1</sup>			
TOTAL:			

ED FORM: 869-4

<sup>1</sup>States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS  
2009

SECTION B (CONTINUED)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			NOT ATTENDING A SPECIAL EDUCATION PROGRAM	
					(B5)
	(B1)	(B2)	(B3)	(B4)	SERVICE PROVIDER
	SEPARATE CLASS	SEPARATE SCHOOL	RESIDENTIAL FACILITY	HOME	LOCATION
MENTAL RETARDATION					
HEARING IMPAIRMENTS					
SPEECH OR LANGUAGE IMPAIRMENTS					
VISUAL IMPAIRMENTS					
EMOTIONAL DISTURBANCE					
ORTHOPEDIC IMPAIRMENTS					
OTHER HEALTH IMPAIRMENTS					
SPECIFIC LEARNING DISABILITIES					
DEAF-BLINDNESS					
MULTIPLE DISABILITIES					
AUTISM					
TRAUMATIC BRAIN INJURY					
DEVELOPMENTAL DELAY <sup>1</sup>					
TOTAL:					

ED FORM: 869-4

\*States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION B (CONTINUED)

	(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT)		
	(A1)  IN REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME (PERCENT)	(A2)  IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME (PERCENT)	(A3)  IN REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% TIME (PERCENT)
DISABILITY			
MENTAL RETARDATION			
HEARING IMPAIRMENTS			
SPEECH OR LANGUAGE IMPAIRMENTS			
VISUAL IMPAIRMENTS			
EMOTIONAL DISTURBANCE			
ORTHOPEDIC IMPAIRMENTS			
OTHER HEALTH IMPAIRMENTS			
SPECIFIC LEARNING DISABILITIES			
DEAF-BLINDNESS			
MULTIPLE DISABILITIES			
AUTISM			
TRAUMATIC BRAIN INJURY			
DEVELOPMENTAL DELAY <sup>2</sup>			
TOTAL:	100%	100%	100%

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS  
2009

SECTION B (CONTINUED)

DISABILITY	(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN (PERCENT)				
	ONLY ATTENDING A SPECIAL EDUCATION PROGRAM			NOT ATTENDING A SPECIAL EDUCATION PROGRAM	
	(B1) SEPARATE CLASS (PERCENT)	(B2) SEPARATE SCHOOL (PERCENT)	(B3) RESIDENTIAL FACILITY (PERCENT)	(B4) HOME (PERCENT)	(B5) SERVICE PROVIDER LOCATION (PERCENT)
MENTAL RETARDATION					
HEARING IMPAIRMENTS					
SPEECH OR LANGUAGE IMPAIRMENTS					
VISUAL IMPAIRMENTS					
EMOTIONAL DISTURBANCE					
ORTHOPEDIC IMPAIRMENTS					
OTHER HEALTH IMPAIRMENTS					
SPECIFIC LEARNING DISABILITIES					
DEAF-BLINDNESS					
MULTIPLE DISABILITIES					
AUTISM					
TRAUMATIC BRAIN INJURY					
DEVELOPMENTAL DELAY <sup>2</sup>					
TOTAL:	100%	100%	100%	100%	100%

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.



PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION C. RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:			RACE/ETHNICITY					
			AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME						
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME						
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME						
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS						
		(B2) SEPARATE SCHOOL						
		(B3) RESIDENTIAL FACILITY						
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME						
		(B5) SERVICE PROVIDER LOCATION						
(C) TOTAL (OF ROW A1 -B5)								

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION C (CONTINUED)

EDUCATIONAL ENVIRONMENT:			RACE/ETHNICITY ( PERCENT )					
			AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR OTHER PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME						100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME						100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME						100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS						100%
		(B2) SEPARATE SCHOOL						100%
		(B3) RESIDENTIAL FACILITY						100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME						100%
		(B5) SERVICE PROVIDER LOCATION						100%
(C) TOTAL (OF ROW A1 -B5)								100%

2009

SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:			GENDER		
			MALE	FEMALE	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME			
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			
		(B2) SEPARATE SCHOOL			
		(B3) RESIDENTIAL FACILITY			
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME			
		(B5) SERVICE PROVIDER LOCATION			
(C) TOTAL (OF ROW A1 -B5)					

TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION D (CONTINUED)

			GENDER (PERCENT)		
			MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:					
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM		(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS			100%
		(B2) SEPARATE SCHOOL			100%
		(B3) RESIDENTIAL FACILITY			100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME			100%
		(B5) SERVICE PROVIDER LOCATION			100%
(C) TOTAL (OF ROW A1 -B5)					100%

2009

SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	TOTAL
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME			
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		
		(B2) SEPARATE SCHOOL		
		(B3) RESIDENTIAL FACILITY		
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME		
		(B5) SERVICE PROVIDER LOCATION		
		(C) TOTAL (OF ROW A1 -B5)		

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION E (CONTINUED)

		LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) <sup>1</sup>		
		YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:				
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME			100%
	(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME			100%
	(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME			100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS		100%
		(B2) SEPARATE SCHOOL		100%
		(B3) RESIDENTIAL FACILITY		100%
	NOT ATTENDING A SPECIAL EDUCATION PROGRAM:	(B4) HOME		100%
		(B5) SERVICE PROVIDER LOCATION		100%
(C) TOTAL (OF ROW A1 -B5)				100%

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS  
2009

SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6 -21 BY DISABILITY

DISABILITY	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY			(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
	(1) 6-11	(2) 12-17	(3) 18-21	(4) 6-11	(5) 12-17	(6) 18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY <sup>1</sup>						
TOTAL:						

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)

PART B. INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS  
2009

SECTION F (CONTINUED)

DISABILITY	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF DAY			(D) SEPARATE SCHOOL		
	(7)	(8)	(9)	(10)	(11)	(12)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY <sup>1</sup>						
TOTAL:						

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.



TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS  
2009

SECTION F (CONTINUED)

DISABILITY	(E) RESIDENTIAL FACILITY			(F) HOMEBOUND/HOSPITAL		
	(13)	(14)	(15)	(16)	(17)	(18)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY <sup>1</sup>						
TOTAL:						

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION F (CONTINUED)

DISABILITY	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
	(19)	(20)	(21)	(22)	(23)	(24)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION						
HEARING IMPAIRMENTS						
SPEECH OR LANGUAGE IMPAIRMENTS						
VISUAL IMPAIRMENTS						
EMOTIONAL DISTURBANCE						
ORTHOPEDIC IMPAIRMENTS						
OTHER HEALTH IMPAIRMENTS						
SPECIFIC LEARNING DISABILITIES						
DEAF-BLINDNESS						
MULTIPLE DISABILITIES						
AUTISM						
TRAUMATIC BRAIN INJURY						
DEVELOPMENTAL DELAY <sup>1</sup>						
TOTAL:						

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

2009

SECTION F (CONTINUED)

DISABILITY	EDUCATIONAL ENVIRONMENT (PERCENT) <sup>1</sup>							
	(A) INSIDE THE REGULAR CLASS 80% OR MORE OF DAY (PERCENT)	(B) INSIDE THE REGULAR CLASS 40-79% OF DAY (PERCENT)	(C) INSIDE THE REGULAR CLASS LESS THAN 40% OF DAY (PERCENT)	(D) SEPARATE SCHOOL (PERCENT)	(E) RESIDENTIAL FACILITY (PERCENT)	(F) HOMEBOUND/ HOSPITAL (PERCENT)	(G) CORRECTIONAL FACILITY (PERCENT)	(H) PARENTALLY PLACED IN PRIVATE SCHOOLS (PERCENT)
MENTAL RETARDATION								
HEARING IMPAIRMENTS								
SPEECH OR LANGUAGE IMPAIRMENTS								
VISUAL IMPAIRMENTS								
EMOTIONAL DISTURBANCE								
ORTHOPEDIC IMPAIRMENTS								
OTHER HEALTH IMPAIRMENTS								
SPECIFIC LEARNING DISABILITIES								
DEAF-BLINDNESS								
MULTIPLE DISABILITIES								
AUTISM								
TRAUMATIC BRAIN INJURY								
DEVELOPMENTAL DELAY <sup>2</sup>								
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%

ED FORM: 869-4

\* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

2009

SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT	RACE/ETHNICITY					
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY						
(B) INSIDE REGULAR CLASS 40-79% OF DAY						
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY						
(D) SEPARATE SCHOOL						
(E) RESIDENTIAL FACILITY						
(F) HOMEBOUND/HOSPITAL						
(G) CORRECTIONAL FACILITIES						
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS						
(I) TOTAL(OF ROW A-H)						

TABLE 3 (continued)  
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

SECTION G (CONTINUED)

EDUCATIONAL ENVIRONMENT:	RACE/ETHNICITY (PERCENT)					
	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR OTHER PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY						100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY						100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY						100%
(D) SEPARATE SCHOOL						100%
(E) RESIDENTIAL FACILITY						100%
(F) HOMEBOUND/HOSPITAL						100%
(G) CORRECTIONAL FACILITIES						100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS						100%
(I) TOTAL(OF ROW A-H)						100%

ED FORM: 869-4

2009

SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	GENDER		
	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 40-79% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL(OF ROW A-H)			

ED FORM: 869-4

SECTION H (CONTINUED)

	GENDER (PERCENT)		
	MALE (PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
EDUCATIONAL ENVIRONMENT:			
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL(OF ROW A-H)			100%

ED FORM: 869-4

2009

SECTION I: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY  
EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS		
	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			
(B) INSIDE REGULAR CLASS 40-79% OF DAY			
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			
(D) SEPARATE SCHOOL			
(E) RESIDENTIAL FACILITY			
(F) HOMEBOUND/HOSPITAL			
(G) CORRECTIONAL FACILITIES			
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			
(I) TOTAL(OF ROW A-H)			

ED FORM: 869-4



SECTION I (CONTINUED)

EDUCATIONAL ENVIRONMENT:	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT)		
	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY			100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY			100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY			100%
(D) SEPARATE SCHOOL			100%
(E) RESIDENTIAL FACILITY			100%
(F) HOMEBOUND/HOSPITAL			100%
(G) CORRECTIONAL FACILITIES			100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS			100%
(I) TOTAL(OF ROW A-H)			100%

**October 1, 2009 COURT REPORT**

**OF**

**CHILDREN AND YOUTH WITH DISABILITIES**

Postmarked on or before: December 29, 2009

**Please return the attached forms to:**

**Terry Long  
Tennessee Department of Education  
Division of Special Education  
7<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0380**

**The information provided on the following forms/disks is accurate and documentation is available for review to support this data.**

---

**School District Name**

---

**Director's Signature**

---

**Date**

---

**School District #**

Date of Census: October 1, 2009

---

School System

Postmark Date: December 29, 2009

**CERTIFICATION**  
**PERSONS SUSPECTED OF BEING DISABLED**

For each age please provide an unduplicated count of all persons who have been screened and referred for special education services but have not yet been evaluated.

Age	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							

For each age please provide an unduplicated count of all persons who have been evaluated for a disability but have not yet been determined to be eligible for special education services.

Age	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	Total
Count																							

The above information is accurate and represents an unduplicated count of all persons in this agency who were **suspected** of being disabled.

Date of Census: October 1, 2009  
Postmark Date: December 29, 2009

School System or Agency \_\_\_\_\_ System No. \_\_\_\_\_

Each of the Status of Service Codes listed below provide an unduplicated count of all children and youth with disabilities, ages birth through 21 years, who were receiving the described services. Please verify that the information in the table below and in the attached list are accurate and represent an unduplicated count of all children and youth with disabilities in this agency.

### STATUS OF SERVICES

Status	Receiving Appropriate Services	Total Number
1	Full Special Education Support Service	1)
2	Enrolled in private program at choice of parent and at parent's expense, with special education services provided by the LEA.	2)

Status	Receiving less than Appropriate Service from the LEA	Total Number
3	Receiving some special education service but less than recommended service	3)
4	Enrolled in school, public or private, but not receiving needed special education from the LEA.	4)
5	Not enrolled in any education program.	5)

Total	Total Count of children and youth with disabilities reported in Status 1-5.	6)
-------	---	----

List the Status, Full Name, Age, Residential Address, Primary Disability, and Reason for Less Than Full Special Service on the next page of this report.

**LIST OF INAPPROPRIATELY SERVED  
CHILDREN AND YOUTH WITH DISABILITIES  
AGES BIRTH - 21 YEARS**

**Date of Census:**      **October 1, 2009**  
**Postmark Date:**    **December 29 , 2009**

\_\_\_\_\_

**School System**

STATUS	NAME	AGE	ADDRESS	DISABILITY	REASON